Year 1/2 Autumn 1

Toys

Children will be learning about toys, how they have changed over tine, their material and uses and using the theme as a vehicle for all creative, literacy and knowledge and understanding

Grange View Primary school

KUW

History
Changes within living memory
Events beyond living memory that are significant nationally or globally.

Science
Working scientifically:
Performing simple tests
Everyday materials:
Year 1:
Distinguish between and object and the material form which it is made
Describe the simple properties of a variety of everyday materials
Compare and group together a variety of everyday materials on the basis of their simple physical properties
Year 2:
Find out how the shapes of solid objects made for some materials can be changes by squashing, bending, twisting and stretching
Outdoor learning Science:
Working scientifically:
Identifying and classifying
Gathering and recording data to help in answering questions

History Skills – Understanding (historical concepts)
Continuity and change
Y1: begin to identify and discuss change and continuity in an aspect of life
Similarities and differences:
Y1: begin to identify similarities and differences between different ways of life n different periods of time, including thierr own lives.
Y2: identify similarities and differences between different ways of life n different periods of time, including thierr own lives.

Science Skills – Materials
Y1: Distihnguigh between an object and the material it is made of
Compare and group together a variety of everyday materials by thier physical properties
Science Skills – Working scientifically
Y1: Gather and record data to help in answering questions
Y2: Gather and record data to help in answering questions

Mastery opportunities for Literacy:
-To use practical explorations to encourage adjectives, expanded nouns and similes for toys
- To report on toys through the years
- To compare Art and DT work
- To describe and recount their summer holiday
- To explain the importance of hygiene
-To compare and contrast toy materials

Historical Literacy: Continuity and change
There are many differences between…
One difference was…
Another difference was…
Some things have not changed, for example…
Many things have changed since…
This was a big/the biggest change… (effecting many people)
However, some things have not changed/not changed as much…

Week 1
Literacy - T4W toy story unit
ICT— What is a computer? How do you log on to School 360?
Science — What are our toys made of?
RE— What does God look like?
History—How are toys different?
DT—What is a moving mechanism?
RHSE—What do you like and dislike?
Week 2
ICT— How does Scratch Jnr compare to other programming tools?
Outdoor learning— What makes outdoor toys the same and different?
RE—What do Christians believe God is like?
History—Have toys always been the same?
DT—How does a lever create a moving mechanism?

Week 3
ICT— How do you join blocks on Scratch Jnr?
Science—What is the difference between pushing and pulling?
RE— What is a parable and what can Christians learn from it?
History—What were toys made of?
DT— How does a wheel mechanism work?
RHSE—What are my personal features /qualities?
Week 4
ICT— How do you make a change on a programme?
Science —How does pushing and pulling toys change their shape?
RE— What does the parable of the lost son mean to Christians?
History—Have teddies always looked the same?
DT— How do we design a picture with a moving mechanism?
RHSE— What makes me unique?

Week 5
ICT— How do you add sprites in Scratch Jnr?
Science—What makes things move fast and slow?
RE—How do Christians show forgiveness?
Geograpgy—How do our toys compare to toys around the world?
DT— How do we follow our designs to make a mechanism?
RHSE— How are we similar/different to others?
Week 6
ICT— How will you create your animation?
Outdoor learning —What is friction?
RE— How do Christians show they love God?
History/Art—What do you think toys will look like in the future?
DT—How do you evaluate your mechanism?
RHSE— What are the names of our body parts?
Week 7
ICT— Did your animation work?
Outdoor learning —What surface is bets to make things stop?
RE—What can I learn from the parable? What do I think?
History/Art—What do you think toys will look like in the future?
RHSE—Which parts of our body are private?

Communication Language and Literacy
Genre- Key skills and advert/story writing

Focus; Language choices and non fiction features
SPAG:
Year 1
-Leaving spaces between words
-Joining words and joining clauses using and
-Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
-Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
Word
How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]
Sentence
Joining words and joining clauses using and
Punctuation
Capital letters for names and for the personal pronoun I
Year 2
-Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
-Sentences with different forms: statement, question, exclamation, command
-Expanded noun phrases to describe and specify
-The present and past tenses correctly and consistently including the progressive form
-Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
-Some features of written Standard English
Sentence
Subordination (using when, if, that, because) and coordination (using or, and , but)
How the grammatical patterns in a sentence indicate its function as a statement, questions, exclamation or command.

Mathematical Development

Place value Y1 *Y2 (italics)*
Sort, count and represent objects
Count, read and write forwards and backwards from any number 0 to 10
Count one more and one less
To use one to one correspondence to start to compare groups
To compare groups and use language and symbols
To compare and order numbers, order groups of objects
Use ordinal numbers and a number line
Count object to 100 and read as numerals and words
To use tens and ones as a part whole model as well as addition
To use a place value chart
Compare objects and numbers
To order objects and numbers
To count in 2s, 5s, 10s and 3s.

Place value Y1 *Y2 (italics)*
To use part whole models, fact families and the addition symbol
To find number bonds to 10 and compare number bonds
To know addition is adding together and adding more
To know subtraction is taking away by crossing out
To use fact families—add and subtract bonds to 20
To check calculations
To use related facts and compare number sentences
To add and subtract 1s and 10s

Mastery opportunities for maths:
- To use a ruler to measure their toys when forces are acted
- To read scales for maps
- To identify similarities and differences with toys form home as well as old and new toys
- to use a range of position and direction vocab when programming the beebot and probot
- to compare lengths follow force experiments
- to discuss prices and money when buying toys now and in the past

RHSE:
what they like/dislike and are good at
• what makes them special and how everyone has different strengths
• how their personal features or qualities are unique to them
• how they are similar or different to others, and what they have in common
• to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private

Creative Development

DT
Design: To generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and where appropriate, information and communication technology
Make: To make a lever to create a moving mechanism
Evaluate: To evaluate their ideas and products again design criteria

Creative Development
Design and technology
To understand how levers work
To be able to use a lever to create a moving mechanism
To be able to design a picture with a moving mechanism
To be able to make a picture with a moving mechanism
To review their work of the moving mechanism

RE

To understand who God is
To know what a parable is
To share views of a parable
To know how to show forgiveness
To know how to show love

Computing
Digital Literacy:
Use technology safely and respectfully, keeping personal information private, identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies
Esafety - Digital Literacy
Y1: To know how to get help when needed
Y2: To know what rules they need to follow when online

ICT- Computer—animations
To understand what algorithms are; how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions
Create and debug simple programs
Use logical reasoning to predict the behaviour or simple programs

Physical Development
Ball skills – feet
Dribble a ball with control
To pass and receive a ball
To change direction when dribbling a ball
NUFC—multi-skills (team work)

Communication Language and Literacy

Communication Language and Literacy

Stories that raise issues and dilemmas —reading, studying and then writing own stories

Persuasive Texts—reading, studying and then writing own persuasive texts

Using a range of media to create oral and visual versions of persuasive texts

Big writing—working on target : To write imaginative and thoughtful texts.

SPAG: Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)

ICT– School 360—logo

To develop and refine ideas by bringing together and organizing text, images and sound as appropriate

To be sensitive to the needs of the audience and think carefully about the content

To talk about what they could improve in future work